

Recognized ASCA Model Program (RAMP)

(Used with permission from American School Counselor Association)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

Based on *The ASCA National Model: A Framework for School Counseling Programs*, the RAMP designation:

- Gives you confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and identify areas for improvement.
- Increase your skills and knowledge of school counseling.
- Enhances our program's efforts toward academic achievement and student success.
- Identifies your school as an exemplary educational environment.

RAMP applications are reviewed three times a year. Submission deadlines are January 1, March 1, and October 1. To apply, complete the following application. For more information about the many benefits of achieving RAMP status, visit <http://www.schoolcounselor.org> and click on "National Model and RAMP."

Recognized ASCA Model Program Application

Congratulations on your decision to “RAMP up” your school counseling program. The following instructions will guide you through the RAMP application process.

Also included in this packet are:

- The scoring rubric, to help you see what the reviewers will be looking for when evaluating your application.
- The program audit from the ASCA National Model, to help you evaluate and reflect upon your program’s strengths and areas for growth. **You do not have to fill this out as part of the application.** It’s for your information only.

Please use each component page as a cover page, placing your answers and documentation immediately behind the cover page. Once you’ve completed all 12 sections, put it in a binder, include a copy of the demographic and payment information forms along with your application fee of \$150 (\$300 for a school without an ASCA member), and send to: ASCA RAMP Application, 1101 King St., Suite 625, Alexandria, VA 22314.

Application deadlines are three times a year: October 1, January 1 and March 1. RAMP status will be awarded to schools with average scores of 42 or higher, provided none of the sections receive an average score of “minimal” (2) or “unsatisfactory” (1). Scoring criteria are included on each component page.

By submitting your application, you are giving ASCA permission to share and reproduce your materials with appropriate citation given to your school. All documentation must be from the current academic year or last year. Documentation more than a year old will not be accepted.

Application Components Checklist (be sure to include each of the following):

- ☐ Applicant/Payment Page
- ☐ School Demographic Information
- ☐ Statement of Philosophy
- ☐ Mission Statement
- ☐ Competencies and Indicators
- ☐ School Counseling Program Goals
- ☐ Management Agreement
- ☐ Advisory Council
- ☐ Calendar
- ☐ Classroom Curriculum
- ☐ Small-Group Curriculum
- ☐ Guidance Curriculum Results Report
- ☐ Closing the Gap Results Report
- ☐ Program Evaluation Reflection
- ☐ Payment

You must submit FOUR complete applications in four separate three-ring binders. Applications will not be considered otherwise.

Primary Applicant Information

Contact Name _____

Title _____

School _____

Address _____

City _____ State _____ Zip code _____

Phone _____ Fax _____ E-mail _____

Payment Information

_____ Application fee, \$150 per application (\$300 for school without an ASCA member)

_____ Purchase order handling charge, \$10

_____ Total

☐ Check

☐ Purchase Order

☐ Credit Card

☐ American Express

☐ VISA

☐ MasterCard

Credit Card No. _____ Exp. Date _____

Signature _____

(continued on back)

School Demographic Information

School district name _____ Grade levels served at school _____

Number of students at school _____ Number of students in district _____

Number of staff at school _____ Number of school counselors at school _____

Average number of students served by each counselor _____

School setting is:

☐ Urban ☐ Rural ☐ Suburban

Number of students identified as special education students _____

How many students receive free lunch _____ reduced lunch _____

Percentage of students who are:

_____ Black
_____ Asian
_____ Native American
_____ White
_____ Hispanic
_____ Other

Names of other counselors at school

What are the top three issues with which your school is currently dealing?

A. FOUNDATION

1. *Statement of Philosophy*

Attach a copy of your school counseling program philosophy statement, which should reflect the needs of the school's constituents. If the philosophy statement is adapted from another source, please give the proper credit. Include signatures from the following stakeholders to verify the statement was presented and accepted: school principal, all school counselors at the school, advisory council representative, and school board representative. See the next page for an example.

Statement of Philosophy Scoring Rubric

4 Exemplary statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is evidence that the statement of philosophy is school specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board.	3 Adequate statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards. There is adequate evidence that the statement of philosophy is school specific and has been presented to and accepted by the school's administration, counselors, the advisory council and school board.	2 Partial statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and/or includes ethical guidelines and standards. There is some evidence the statement of philosophy is school specific and has been presented to and accepted by either the school's administration or counselors or advisory council.	1 Weak or no statement of philosophy for the school's counseling program. Weak correlation between the school's needs and the philosophy statement. There is no documentation that the philosophy statement has been presented to and accepted by the school's administration, counselors or advisory council.
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Sample Philosophical Statement

The counselors in XYZ school believe:

- *All students have dignity and worth.*
- *All students have the right to participate in the school counseling program.*
- *All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program.*
- *All students K-12 shall have access to a full-time, state-certified, master's degree level school counselor to deliver the counseling program.*

And that the XYZ comprehensive school counseling program should:

- *Be based on specified goals and developmental student competencies for all students K-12.*
- *Be planned and coordinated by school counseling teams in coordination with other school, parent or guardian and community representatives.*
- *Utilize the many combined resources of the community to deliver programs.*
- *Use data to drive program development and evaluation.*
- *Be evaluated by a counseling supervisor on specified goals and agreed-upon student competencies.*
- *Actively involve counseling team members to monitor students' results.*

And that all counselors in the XYZ school:

- *Abide by the professional school counseling ethics as advocated by the American School Counselor Association.*
- *Participate in professional development activities essential to maintain a quality school counseling program.*

Accepted by:

Principal: _____

School Counselor: _____

School Counselor: _____

School Counselor: _____

Advisory Counselor: _____

Advisory Counselor: _____

Advisory Counselor: _____

School board representative: _____

Adapted from John Smith Elementary School's School Counseling Philosophy Statement

2. Mission Statement

Attach copies of your school counseling mission statement and the school's mission statement. The school counseling mission statement must be tied to the school's mission statement and must be presented to and accepted by the administration, counselors, advisory council and school board. See the example on the next page.

Mission Statement Scoring Rubric

4	3	2	1
<p>Strong mission statement clearly reflecting the school's needs, linking with the vision and purpose of the school's mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is ample evidence that the mission statement has been presented to and accepted by the school's administration, counselors and school board. Indicates the general content of the program and defines the school counselor's role in helping the school manifest its mission.</p>	<p>Satisfactory mission statement that reflects the school's needs and reasonably linking to the vision and purpose of the school's mission statement and reflecting students' growth and developmental needs in the areas of academic, career and personal/social development. There is evidence that the statement has been presented to and accepted by the school's administration, counselors, advisory council and the school board.</p>	<p>Weak mission statement that attempts to reflect the school's needs and tries to link to the vision and purpose of the school's mission statement. May or may not reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is some indication the mission statement has been presented to and accepted by the school's administration, counselors, advisory council and school board.</p>	<p>Minimal or no mission statement or a mission statement that doesn't reflect the school's needs or link to the vision and purpose of the school's mission statement. Doesn't reflect students' growth and developmental needs in the areas of academic, career and personal/social development. There is no documentation that the mission statement has been presented to and accepted by the schools' administration, counselors, advisory council or school board.</p>

Sample Mission Statements

XYZ School

The mission of XYZ School is to prepare all students academically and socially to contribute at the highest levels as productive members of society, through a partnership of empowered students, educators, parents or guardians and the community responsible for the learning process.

School Counseling Program Mission Statement

The mission of XYZ School's school counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement and provide directed assistance to those students deemed "at-risk" and performing below grade level. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in XYZ School have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Accepted by (original signatures only):

Principal: _____

School counselor: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

Advisory council: _____

3. Competencies and Indicators

Use the template on the following page to show the competencies and indicators the school counseling program is currently focusing on, or create one of your own. Provide some explanation as to how these competencies and indicators were chosen.

Competencies and Indicators Scoring Rubric

4	3	2	1
Developmentally appropriate and measurable competencies and/or indicators are identified for each applicable grade level and directly link to the counseling program's mission and the school's needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Thorough explanation of how these competencies and indicators were chosen is provided. There is evidence the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council.	Developmentally appropriate competencies and/or indicators are identified for each applicable grade level and link to the counseling program's mission and the school's needs. Each competency and/or indicator appropriately relates to its ASCA standard. All ASCA standards are adequately covered across grade levels. Explanation of how these competencies and indicators were chosen is provided. There is indication the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council.	Some competencies and/or indicators are identified for each applicable grade level but do not clearly link to the counseling program's mission or the school's needs. Inadequate explanation of how these competencies and indicators were chosen is provided. There is some indication that the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council.	Few or no competencies and/or indicators are identified, and those identified do not clearly link to the counseling program's mission or don't reflect the school's needs. Weak or no explanation is provided of how these competencies and indicators were chosen. There is little or no evidence the standards and competencies have been presented to and accepted by the school's administration, counselors and advisory council.

Template: Standards, Competencies and Indicators

Complete this form by entering the competencies and/or indicators that your school counseling program is currently focusing on and has approved under each ASCA National Standard.

ACADEMIC DEVELOPMENT DOMAIN	Grade Levels:						
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.							
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.							
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.							

CAREER DEVELOPMENT DOMAIN	Grade Levels:						
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.							
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.							
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.							

PERSONAL/SOCIAL DOMAIN	Grade Levels:						
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.							
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.							
Standard C: Students will understand safety and survival skills.							

Principal: _____

School counselor: _____ School counselor: _____

School counselor: _____ Advisory council: _____

Advisory council: _____ Advisory council: _____

School board representative: _____

4. School Counseling Program Goals

Attach copies of your school counseling program goals for the current or previous academic year (use the goals that guided the results report). Must include documentation, information and any data you used to arrive at these goals.

School Counseling Program Goals Scoring Rubric

4	3	2	1
Exemplary school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is ample evidence showing how the goals were selected and that they are based upon school data and reflect the domains of the ASCA National Standards. There is evidence that the goals have been presented to and accepted by the school's administration, counselors and the advisory council.	Strong school counseling program goals reflecting prioritized ASCA National Standards and the school's goals. There is evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council.	Weak school counseling program goals that somewhat reflect the domain of the ASCA National Standards and the school's goals. There is some evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council.	Inadequate or inappropriate school counseling program goals that don't reflect the domains of the ASCA National Standards and the school's goals. There is little or no evidence showing how the goals were selected and that they have been presented to and accepted by the school's administration, counselors and the advisory council.

Example: School Counseling Program Goals

- A. By the end of the school year, sixth-grade student attendance will improve by 10 percent.
- B. By the end of the school year, the number of office referrals for bullying will decrease by 25 percent over last year.
- C. School counselors will spend 60 percent of their time in direct service to students.

Principal: _____

School counselor: _____

School counselor: _____

Advisory council: _____

Advisory council: _____

B. MANAGEMENT

5. Management Agreement

Attach a copy of the management agreement for each counselor in the school. The management agreement must include the percentage of time allocated for each delivery area and must closely align with the suggested use of time. You can use one of the sample agreements provided, or you can use one of your own.

Management Agreement Scoring Rubric

4	3	2	1
Comprehensive and thorough management agreement for each counselor at the school is included. The percentage of time spent in each delivery area reflects the school counseling program goals and reflects the ideal/ suggested use of time. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.	A management agreement for each counselor at the school is included, showing the percentage of time spent in each delivery area. Each agreement is signed by the school counselor and the school's principal. Each agreement reflects the school counseling program mission statement and goals.	A weak management agreement for each counselor at the school is evident; the percentage of time spent in each delivery area may not reflect the school counseling program's goals or the ideal use of time. Each agreement may be signed by the school counselor and the school's principal.	No management agreement or weak or incomplete one for counselors at the school is evident. The plan doesn't reflect the school counseling program's goals and the percentage of time listed isn't appropriate. The agreement wasn't signed by the proper parties.

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40-%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (200). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

Example: Elementary School Counselor Management Agreement

School Year _____ School _____ Date _____

Counselor _____

PROGRAMMATIC DELIVERY

The school counselor/counselors will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

Lessons will be delivered in the academic, career and personal/social domain.

Programs and services presented and available to staff include:

Programs and services presented and available to parents include:

Programs and services presented and available to the community include:

The school counselor will be available to individual students/parents/teachers at the following times:

PROFESSIONAL DEVELOPMENT

The school counselor/counselors will participate in one or more of the following professional development:

☐ Once a month district meetings for counselors

☐ Yearly state conference

☐ Yearly national conference

☐ Classes and/or workshops

☐ Other: Explain _____

PROFESSIONAL COLLABORATION

☐ Once a week meeting with the administration

☐ Once a month present something to the faculty

☐ Once a month meeting with grade level teams

☐ Twice a year meeting with advisory council

☐ Other: Explain _____

How will this agreement be monitored during the school year?

Counselor signature and date

Principal signature and date

Secondary School Counseling Program Management Tool (Counselor/Principal Agreement)

School Year _____ School _____ Date _____

Counselor _____

STUDENT ACCESS:

Students will access the school counselor by:

- ☐ A. Grade level
- ☐ B. Alpha listing
- ☐ C. Domain
- ☐ D. No caseload (see any counselor)
- ☐ E. By academy/pathway
- ☐ F Other (please specify) _____

SCHOOL COUNSELOR OF THE DAY

Our counseling program:

- ☐ Will implement counselor of the day.
- ☐ Will not implement counselor of the day.

DOMAIN RESPONSIBILITIES

Looking at your site needs/strengths, counselors will be identified as the domain counselors for the following areas:

Academic domain:

Career domain:

Personal/social domain:

Rationale for decision:

PROGRAMMATIC DELIVERY

The school counseling teams will spend approximately the following percentage of time in each component area to ensure the delivery of the school counseling program.

_____ % of time delivering guidance curriculum

_____ % of time with individual student planning

_____ % of time with responsive services

_____ % of time with system support

Secondary School Counseling Program Management Agreement

SCHOOL COUNSELOR AVAILABILITY

The school counseling department will be open for student/parent/teacher access from _____ to _____

The department will manage the division of hours by

The career center will be open from _____ to _____

The department will manage the division of hours by

Programs and services presented and available to parents include:

Example: counseling department newsletter, parenting classes, parent information night

Programs and services presented and available to staff include:

Example: department liaison, topical information workshops (child abuse, ADD, etc.)

Community liaisons, programs and services will include:

THE SCHOOL COUNSELORS WILL BE COMPENSATED FOR EXTRA WORK HOURS (BEYOND WORK DAY) BY:

- | | | |
|--|--|---|
| <input type="checkbox"/> Extra duty pay (fund _____) | <input type="checkbox"/> Comp time | <input type="checkbox"/> By principal/counselor negotiation |
| <input type="checkbox"/> Flex schedule | <input type="checkbox"/> Per union regulations | <input type="checkbox"/> No option for this |

MATERIALS AND SUPPLIES

What materials and supplies are necessary for the implementation of the school counseling program?

The following funding resources support the school counseling program:

PROFESSIONAL DEVELOPMENT

The school counseling team will participate in the following professional development:

Secondary School Counseling Program Management Agreement

PROFESSIONAL COLLABORATION

The school counseling department will meet weekly/monthly:

- | | |
|--|--|
| <input type="checkbox"/> As a counseling department team | <input type="checkbox"/> With the administration |
| <input type="checkbox"/> With the school staff (faculty) | <input type="checkbox"/> With subject area departments |
| <input type="checkbox"/> With the advisory council | |

OFFICE ORGANIZATION

Responsibilities for the support services provided the counseling team will be divided among the support services staff:

The school counseling assistant will: _____ The registrar will: _____

The clerk will: _____ The receptionist will: _____

Volunteers will: _____ Others will: _____

How will this agreement be monitored during the school year? _____

Counselor signature and date

Principal signature and date

6. Advisory Council

Attach a list of all your school counseling program advisory council members, along with their stakeholder positions (i.e., are they parent, faculty, community member, etc.). Also attach the agendas and minutes from two advisory council meetings. Provide documentation on how feedback from the committee guides the school counseling program.

Advisory Council Scoring Rubric

4	3	2	1
A strong advisory council exists, with representatives from core stakeholder groups and clear evidence/documentation that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect work related to the school counseling program mission and goals are included.	A good advisory council exists, with representatives from core stakeholder groups and evidence that the committee helps guide the school counseling program. Agendas and minutes from two meetings that reflect the work of the council are included.	An advisory council with representatives from some core stakeholder groups exists. There is inadequate evidence that the committee guides the school counseling program. Agendas and minutes from two meetings are included.	No advisory council exists, or there is poor evidence that the advisory council has any impact on the school counseling program.

7. Calendar

Attach a copy of your school counseling master calendar for the current academic year. The calendar should include all school counseling activities and events for the year for the entire counseling program. Also include one detailed weekly calendar for each counselor in the school.

Calendar Scoring Rubric

4	3	2	1
Comprehensive master and weekly calendars for each counselor in the school exist that reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is clear evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement.	Strong master and weekly calendars reflect prioritized ASCA National Standards and delivery system priorities and school counseling program goals. There is evidence that the school counseling staff periodically reflects on the calendar, and there is evidence that the calendar reflects the percentage of time allocated in the management agreement.	Weak master and weekly calendars reflecting some delivery system priorities are included. The calendars do not adequately reflect prioritized ASCA National Standards and delivery system priorities as outlined in the management agreements and school counseling program goals. There is no clear evidence that the calendar reflects the percentage of time allocated in the management agreement.	No master/weekly calendar or poor master and/or weekly calendar included. The calendars do not reflect prioritized ASCA National standards, nor is there evidence that the school counseling staff reflects on the calendars.

C. DELIVERY

8. Classroom Curriculum

Attach three lesson plans from each counselor in the school. Each counselor's three lesson plans should all revolve around a single topic/unit. You may use the following template or submit your own.

Classroom Curriculum Scoring Rubric

4	3	2	1
A strong classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling program goals for each counselor in the school is included. The units are comprehensive enough to enable students to master the appropriate standards and competencies/indicators. Appropriate and relevant process, perception and results data for the lesson are included.	A good classroom guidance unit composed of at least three lessons directly tied to the ASCA National Standards and linked to ASCA or school competencies, indicators and school counseling programs goals for each counselor in the school is included. Appropriate process, perception and results data for the lessons are included.	Incomplete or inadequate classroom guidance unit that includes two or fewer lesson plans from each counselor in the school, not tied to the ASCA National Standards and ASCA or school competencies/indicators. Minimal process, perception and results data for the lesson may be included.	No classroom guidance unit included, or weak or incomplete classroom guidance units. No process, perception and results data for unit are included.

Template: Classroom Guidance

Counselor Name _____

School _____

Title of Lesson _____

Date _____

Unit _____

Grade Level _____

Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Material/Resources

Activity

Evaluation (must include process, perception and results data and how evaluation was conducted)
(Attach additional documentation as needed.)

9. Small-Group Curriculum

Attach the plans for a small-group activity (either appraisal, advisement or responsive services) that was conducted by a counselor at your school during the designated school year. The group must have met at least four times. You may use the template on the next page or submit one of your own.

Small-Group Curriculum Scoring Rubric

4	3	2	1
An exemplary small-group unit of at least four meetings is included. The unit is directly tied to the ASCA National Standards or school competencies/ indicators and school counseling program goals. The unit is comprehensive enough to enable students to master the appropriate standards and competencies/ indicators. Strong process, perception and results data for the unit are included.	A strong small-group unit of at least four meetings, directly tied to the ASCA National Standards and linked to ASCA or school competencies/ indicators and school counseling program goals is included. Appropriate and relevant process, perception and results data for the unit are included.	A weak small-group that met three or fewer times and that is poorly tied to the ASCA National Standards and linked to ASCA or school competencies/ indicators is included. Some process, perception and results data for the unit may be included.	An inadequate small-group that met once or twice and is not tied to the ASCA National Standards and linked to ASCA or school competencies/ indicators is included. No process, perception and results data for the group are included.

Template: Small-Group Guidance

Counselor Name _____ School _____

Purpose of Group _____

How/why was the group formed? _____

Grade Level _____ Time Required _____

ASCA National Standard(s)

Competency(ies) Addressed

Materials/Resources

Activity

Evaluation (should include process, perception and results data and how evaluation was conducted)
(Attach additional documentation as needed.)

10. Guidance Curriculum Results Report

Attach a guidance curriculum results report for at least four different guidance curriculum activities. You may use the following template or your own materials.

Guidance Curriculum Results Report Scoring Rubric

4	3	2	1
An exemplary guidance curriculum results report that reflects the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data as available. Additional data, relevant examples and documentation are included.	A strong guidance curriculum results report that reflects the ASCA National Standards, school competencies/ indicators and school counseling program goals. The report includes guidance lesson contents; number of lessons delivered and how they are delivered; start and end dates; and perception, process and results data. Additional data, relevant examples and documentation are included.	An inadequate guidance curriculum report that does not adequately reflect the ASCA National Standards and school competencies/ indicators and school goals. Supplemental information is lacking.	An incomplete or no guidance curriculum results report is included. The report does not reflect the ASCA National Standards and school competencies/ indicators and school goals.

Guidance Activities Results Report (Large Group)*

School: _____ District: _____

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data (Pre and post Test competency attainment or student achievement data)	Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data)	Implications (What does the data tell you? What can the student do with this now?)

Principal's Signature _____

Date _____

Date of Staff Presentation _____

Prepared By _____

051507

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

11. Closing the Gap Results Report

Attach results from a closing the gap activity. Include documentation/data on how this gap was identified and why it was important to address at this time.

Closing the Gap Results Report Scoring Rubric

4	3	2	1
An exemplary closing the gap results report addressing a particular need in the school that reflects the school competencies/ indicators. The report includes the target group, the type of services delivered and in what manner, the start and end date, process data, perception data, results data and implications from the data. Strong supplemental/ supporting documentation is also included that provides information on how this gap was identified.	A strong closing the gap results report addressing a need in the school. The report includes at least six of the following components: the target group, the curriculum and material used, the type of services delivered and in what manner, the start and end date, process data, perception data, results data, and implications from the data. Good supporting documentation is also included that provides information on how this gap was identified.	A weak closing the gap results report that minimally addresses a need in the school. Weak correlation between the activity and the school competencies/ indicators. Supplemental documentation is lacking.	An incomplete closing the gap results report that inadequately shows or doesn't show how the gap was identified. No supplemental documentation is included.

Closing the Gap Results Report (Small Group)*

School: _____ District: _____

Target Group selection is based upon the following data/information/school improvement goals:

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of Students Affected	Perception Data (Pre and post test competency attainment or student achievement data)	Results Data (Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data)	Implications (What does the data tell you? What can the student do with this now?)

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

051507

12. Program Evaluation Reflection

How does your comprehensive counseling program use advocacy, leadership, systemic change and collaboration to make a difference for students?

(Response should be at least 500 words and no more than 1,500.)

Program Evaluation Reflection Scoring Rubric

4	3	2	1
A strong, well-articulated and clearly organized response. Shows, through the use of specific details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	An articulated and organized response. Shows, through the use of details and examples, how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A weakly articulated response. Minimally shows how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students.	A poorly articulated response. Does not show how the school counseling program uses advocacy, leadership, systemic change and collaboration to benefit students